

# **Writing Bilingual Books (even when you speak only English!) How to use a student's native language to help them acquire literacy in English**

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# Agenda

- Outcome: By the end of the presentation, participants will know how to effectively use students' native languages to help them acquire English. They will also learn how one collaborative literacy project was created and implemented. Finally, they will begin planning their own bilingual literacy project.
- Introductions
- Why we decided to do it
- Lesson Procedure
- How it went
- What we will do differently next year
- Pictures
- Your turn!

# Introduction

- Your presenters:
  - Susan Born-Ozment, Middle School ESL Teacher, Takoma EC
  - Christina Sfekas, First Grade ESL Teacher, Takoma EC

# Overview of Collaborative Literacy Project

- Background:
  - Reading buddies
  - Lack of bilingual materials in first grade class
- Basic procedure
  - Older students produce a written bilingual work to share with an audience of younger students
  - Older students create activities to go with their texts

# Why we decided to do this project

- Benefits of using bilingual materials
  - Bilingual materials show students their home language is valued in the school community
  - Bilingual materials help develop biliteracy in students
- Motivating for older and younger students
  - Younger students love working with the big kids!
  - Younger students are a safe audience for older students to share their work
  - Younger students are inspired to write their own stories
- Building school community
  - Students in different grades get to know each other

# Lesson Procedure

- Older students create the texts to share with the younger students
- Older students visit the younger students' classroom and read to them.
- Older students do their activities with the younger students
- Step by step procedure in handout

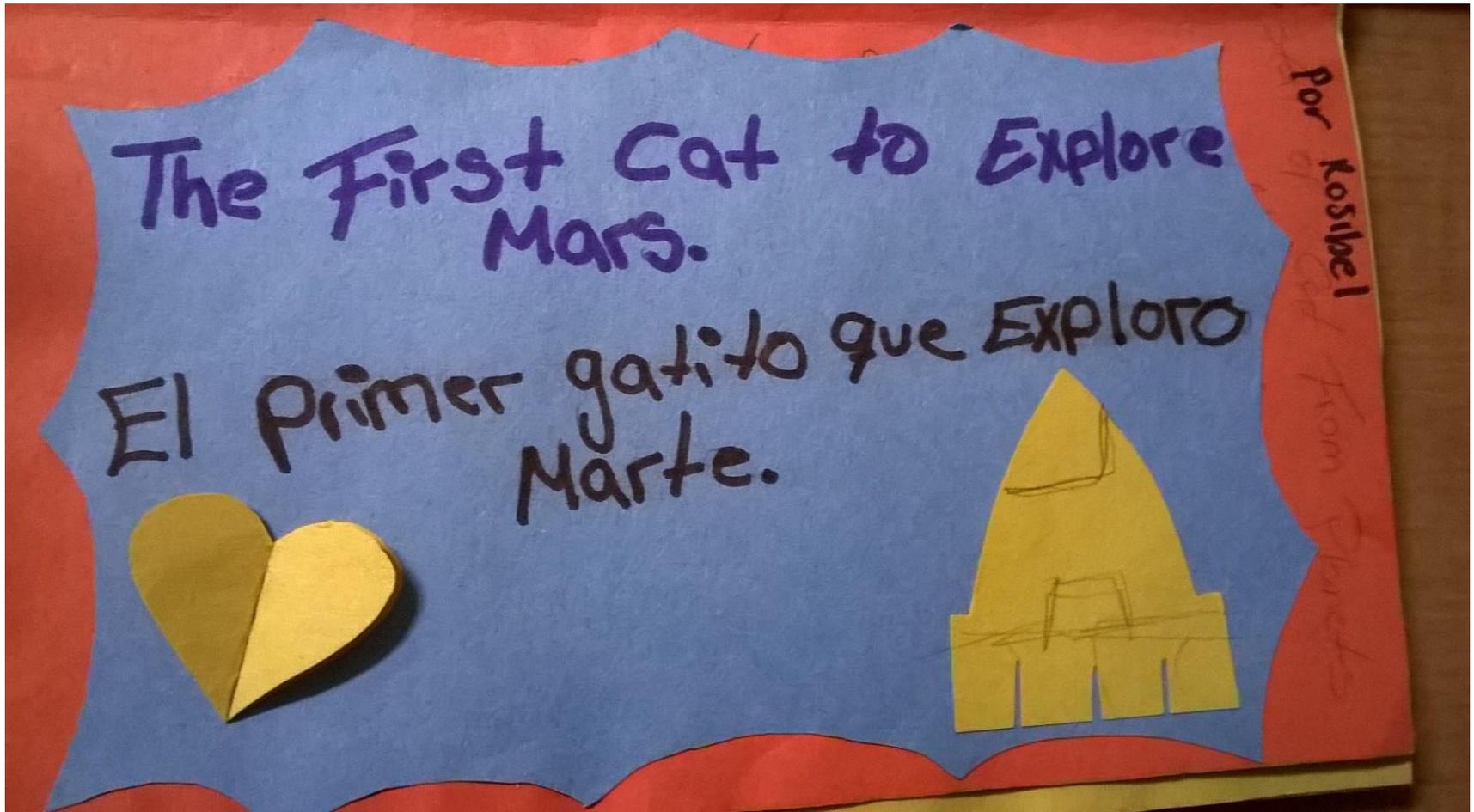
# How it went

- Students were engaged throughout the writing process
- Both sets of students were engaged during the class visit
- The younger students were very excited to have famous authors visiting them
- The younger students were able to practice asking questions about a story

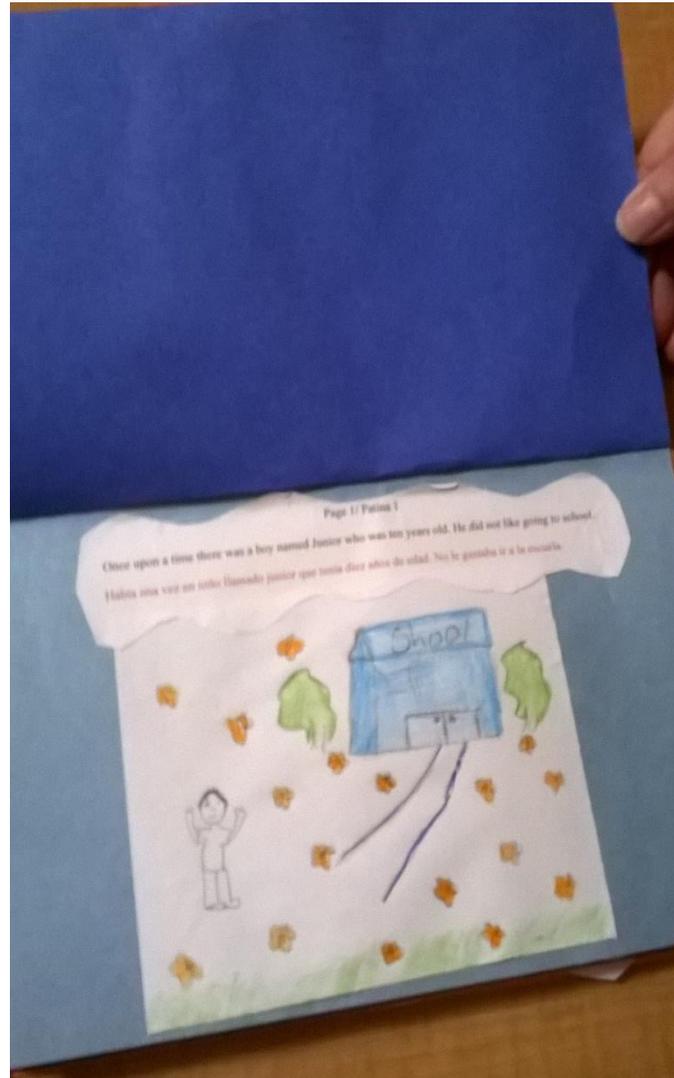
# What we will do differently next year

- Start earlier in the school year and do multiple projects
- Link unit topics of two grades
- Spend more time on creating a glossary and on the activities
- Make the books reproducible
- Include more collaboration in the planning of the writing project
- Include languages other than Spanish (e.g. French, Amharic)
- Make it reciprocal—have younger students create books to share with the older students

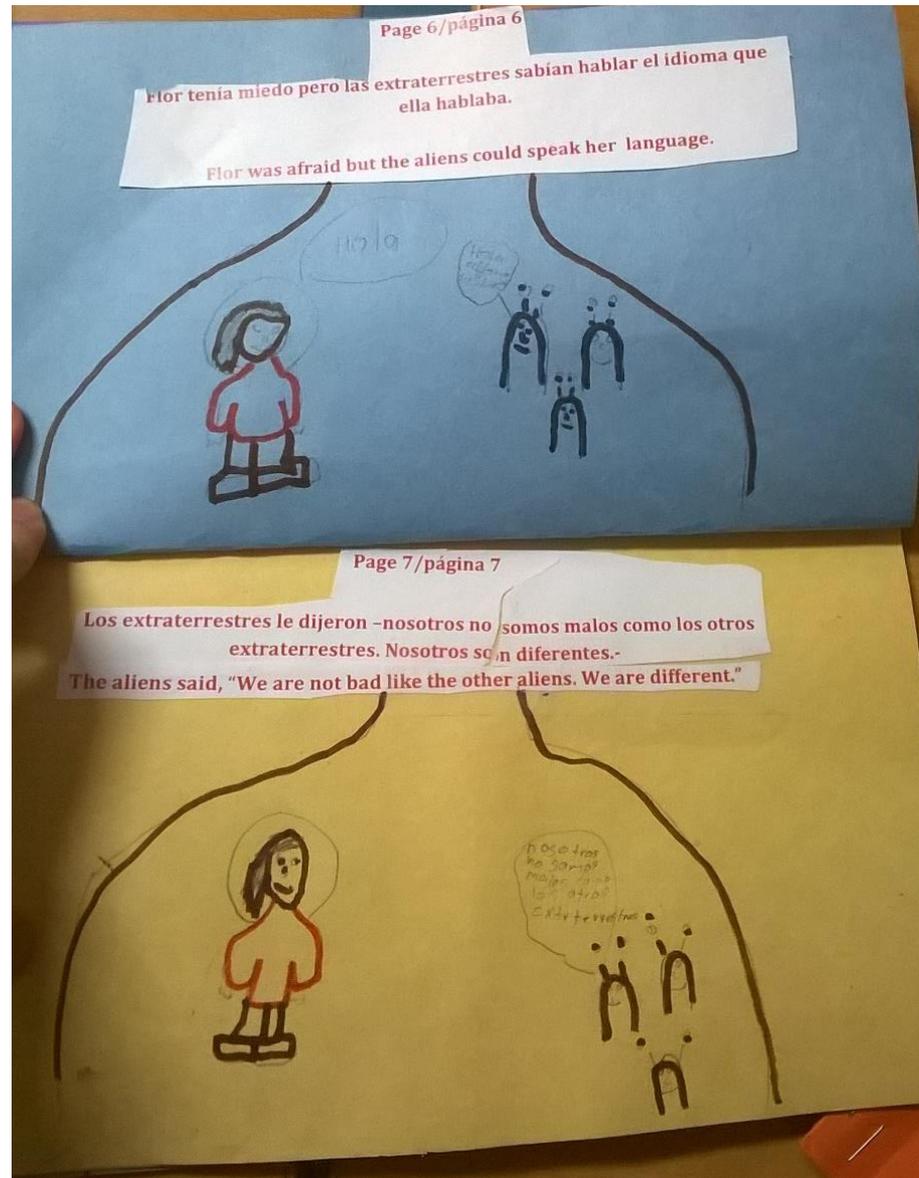
# The books



# The books



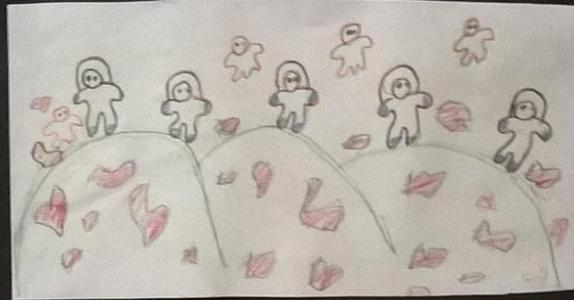
# The books



# The books

The dolls were very happy because the teenagers were playing with them.

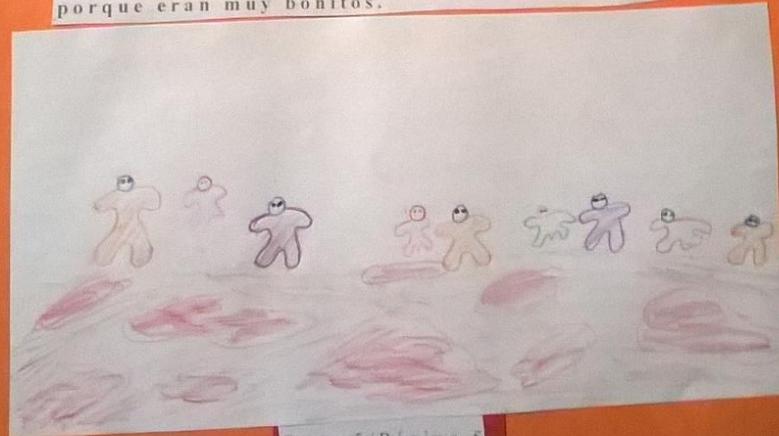
Los peluches estaban bien felices porque los adolescentes estaban jugando con ellos.



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The teenagers wanted to take care of the dolls. They were beautiful.

Los adolescentes querían cuidar a los muñequitos porque eran muy bonitos.



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# The kids



# The kids



# The kids



# The kids



# The kids



**ANY QUESTIONS?**

# Your turn!

- Work with a partner
- Brainstorm ideas for a collaborative bilingual literacy project at your school
- Share ideas
- Begin planning your own project

**THANK YOU!!!**